

SOME ASPECTS OF THINKING AND CORRECT WRITING CULTURE IN MODERN METHODOLOGY

Manana Kajaia, Associate Prof.
Georgian Technical University, Tbilisi, Georgia

Abstract

Language diversity shows how different is the way of thinking and world vision in different nations. It determines our social and cultural consciousness. Therefore, it is very important to develop correct speaking and writing culture in students.

Keyword: Language, speaking, writing, sentence, paragraph

Introduction

Language can influence our social and cultural consciousness, and in some cases it can even determine it in general. Today, this question is still the corner stone for those who are interested in science, culturology and anthropology.

We owe our knowledge of conscious structures to a natural language, which allows us to speak about those structures and to describe them. Language is the reflection of national consciousness. Language diversity shows the different way of thinking and world vision in different nations. Language determines the social and cultural consciousness.

According to N. I. Formanovskaya, “In the narrow sense, language etiquette is a range of specific national rules of language behavior used in situations of getting into contact and maintaining the relationship in the same tone selected according to the situation, the social sign of communicants and the character of their relationship. One more thing why the etiquette formulae are unique and universal is that they cover all the fields of the human activity. From this point of view, it is useful to classify etiquette formulae according to the existing creative fields and apart from the language formulae to describe a considerable fragment of the culture characteristic of the language that carriers and creates a global picture of nations and languages.”¹¹⁴

According to M. Jusupov, language activity must be followed and ended by speech. On the basis of correct speech, people can also develop a culture of correct writing. We can construct a sentence by means of word combinations. Therefore, we must know how to combine the words.

¹¹⁴ N.I. Formanovskaya. Application/use of the Russian language etiquette. Moscow, Russian Language, 1084, p.5.

1. Who is the reader?



Gender, age, education, economic status, political, social, religious convictions

2. What information does the reader have on the given problem?



Beginner, professional, general interest, specialist, expert

3. In what context will be the information provided?



Newspaper, manual, popular scientific journal, social scientific journal, etc.

Writing is much easier, when:



The subject of writing is clear for us. We know what we are writing (topic and question).



We have a clear objective of writing.



We know

Students should be interested in the question they are to write about. The choice is upon students themselves. However, sometimes there are some extremities when they cannot understand what is important and interesting for them. The necessary condition is what we know about the specific topic and what our idea is about its potential reader. It is necessary to specify the topic and to gather information. The more information we have the easier we will write.

As to the objective of writing, it will help us to select the context and structure of writing as well as an appropriate style.

Our objective is



To inform the reader



To convince, to create mood (genial, festive)

In some cases one of the several objectives presented in the text is dominating.

Given the topics:

- My street
- My friends
- My city

It is necessary to give them preliminary exercises, e.g., to find an interesting issue for them in the topic they selected; to define the objective of writing and the target readers; to give them a task to write a paragraph, topic/issue.

Afterwards let them begin writing.

They can be given the exercises of some other type as well:

Refer to various addressees:

Situation

Your house was damaged in the disaster. It needs an immediate repair. But you do not have enough money for that. Task:

1. Write a letter to your best friend explaining the situation and ask him financial support.
2. Write a letter to the housing committee of the city municipality explaining the situation and ask them a support.
3. Write a letter to your bank manager to provide a cheap credit.

After completion the task, answer the following questions:

1. What is the difference between these letters?
2. Which of the letters is more difficult to write and why?

I would like to give you some information about writing a paragraph as we have mentioned it above.

Paragraph is a group of sentences concerning one topic or an issue and expresses an idea or a viewpoint about it and related to it.

Paragraph begins with a thematic or principal clause covering the topic of the paragraph itself and its main idea.

Main function of the paragraph can be



1. Thematic sentence



Consists of two parts:
Topic + developed idea



The most important component of the paragraph. It addresses information within the paragraph. It develops the idea or the viewpoint pronounced in thematic sentence by any sentence.

2. Auxiliary -

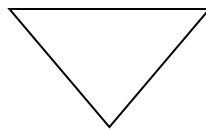
(developed) sentences – (reasons, facts)



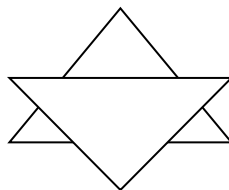
3. Final sentence –

The end. Conclusion. Different interpretation of the principal idea of the sentence.

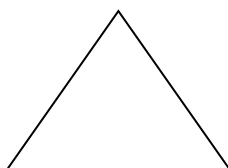
Thematic sentence is at the top of the paragraph.



It might be in the middle



at the end



or there might be no thematic sentence at all. There are also some texts without thematic sentences.

Introductory paragraph has a great function. It should introduce the background of the problem, attract readers' attention and motivate them to continue reading. There must be formulated a thesis, i.e., the main idea.

Concluding paragraph is the summation of the arguments provided by the author. It is the last chance to convince the reader.

Transitional words:

Eventually, in the end, thus, therefore, after that . . .

One of the attributes of a written work is the **thesis** consisting of one or two sentences, where the main idea is expressed.

Thesis is given at the end of the introductory paragraph conveying the whole. For example, "An ambulance in Tbilisi."

The thesis can be formulated as follows:

In recent years the ambulances (topic) move faster and dynamically (my point of view) in Tbilisi, because more comfortable new cars have been introduced (reason).

Thus, we can clearly formulate the plan of the topic – the project, where we can develop any point into a paragraph or even into a chapter.

Conventional heading

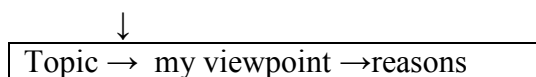
Movement of Ambulances in Tbilisi.

Introduction

The thesis: In recent years the ambulances move faster and dynamically in Tbilisi.

Conclusion

The thesis



It is necessary to have a wide vocabulary to write well and to use transitional words in that.

Transitional words: First of all; then; also; besides; the more so; in addition; eventually; the most important, etc.

Conclusion

We have considered one of the aspects which is a necessary condition for developing the culture of writing in young people. Self-confidence can help them to overcome the difficulties. After cognition of their own learning ability, they may take on studying with more interest and diligence. Therefore, effective teaching of those elements which will help them in speech and writing is very important and the teacher has the main role in that process.

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